

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup> :

### Mary E. Dill Elementary School

Altar Valley Elementary District  
16350 W. Ajo Way, Tucson, AZ 85735  
Mailing Address: HCR 1, Box 130, Tucson, AZ 85736

- ☐ Excelling
- ☐ Improving
- ☒ Maintaining Performance
- ☐ Underperforming
- ☐ Extremely Small School

Principal: Mr. Daniel Ethridge  
Schedule: 7:00 AM to 3:00 PM  
Web Address: Unpublished or Unavailable  
E-mail: [dethridge@avsd.org](mailto:dethridge@avsd.org)

Grades: 2-5  
2002 Enrollment: 370  
Phone: (520) 822-1133  
Fax: (520) 822-1798

## ▼ School Overview ▼

### Mission

Mary E. Dill School is dedicated to promoting the learning process for each student that walks in the classroom. This is accomplished through providing opportunities and interventions, which allow for no child to be left behind. The AZ state standards are the curriculum in the classroom and since they correlate with the National Standards learning is happening. All other programs that are in the school are scientifically researched, especially the Direct Instruction and Open Court reading.

### Organization and Philosophy

- w Self-contained Classrooms
- w Phonemic Instruction
- w AZ State Standards
- w Integrated Learning

### Instructional Programs

- w Afterschool Gifted Classes
- w Extended-day Tutoring
- w On-site Special Education
- w Schoolwide Title I
- w ELL
- w Extended-day Enrichment
- w Accelerated Reader Program
- w Science Enrichment

### School/Academic Goals

- w Develop and implement a comprehensive standards-based curriculum promoting reading math and language arts at each grade level. All students should have exposure to the basic fundamental curriculum at their own individual level.
- w Provide students with up-to-date instructional materials, facilities, technology and methodologies to help ensure academic success for all students. The use of these techniques ensures higher test scores.
- w Teach positive social skills and values, whereby students gain a sense of respect for others. These life skills are implemented at all grade levels to ensure responsible future citizens and leaders.
- w Develop a partnership with parents and the community, with the philosophy that parents are the primary educators of their children and that schools enhance and promote the parental attitudes toward children being successful.

### Enrollment

October 1, 2001 School Year Student Enrollment:	354
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	5

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

## ▽ School Site Council ▽

### Council Composition

2 School Administrator(s)  
 3 Non-certified Employee(s)  
 2 Teacher(s)  
 3 Parent(s)  
 1 Community Member(s)  
 2 Student(s)

### Council Duties

w School Safety Issues  
 w Parent Involvement  
 w Parent Satisfaction Survey  
 w Administrative Concerns  
 w Faculty Appreciation  
 w School Climate

## ▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	20.00
Other Professional Staff	6.00	Teacher Aide	7.00

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	4	0	0
4 to 6 years	1	2	0	0
7 to 9 years	1	0	0	0
10 or more years	1	5	0	0

## ▽ Shared Responsibilities ▽

### School

In addition to ensuring a safe environment, high academic standards and opportunities for parents to participate in school activities, we believe strongly in the need to maintain open lines of communication. There is a bi-weekly newsletter that is sent out by the principal and mandatory weekly communication between the teacher and the parent. School report cards are sent home, AIMS and Stanford Nine as well as intervention strategies for their children go home as often as possible.

### Parents

Parents are responsible for having their children ready to learn when they come to school and for instilling a respect for education. First of all, parents are expected to sign a teacher-parent-student compact which outlines the responsibilities of each. Parents are considered the primary educators of their children and their role in assisting the child's development is emphasized.

## ▽ Transportation Policy ▽

Altair Valley School District is a rural district encompassing over 600 square miles of desert. The district operates its own buses, transporting nearly all of our children from as far as 25 miles. Elementary bus routes include as many as 50 miles in a run. In addition to our morning and afternoon runs, we also transport students home from our elementary extended-day activities three days each week. The district owns 13 buses.

## ▽ Calendar Information ▽

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/14/02
<b>Average Daily Instruction Time:</b>	5 hrs. 30 min.	<b>Last Day of School:</b>	5/23/03

**Operates on Traditional Schedule**

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### Report Card Release Dates

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10/18/02	12/20/02	3/7/03	5/22/03
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## Additional Calendar/Report Card Information

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In addition to quarterly grade reports, we send mid-quarter progress reports each semester that list minimum promotion standards and highlight student progress. The grades for each individual student are kept on computer through a web-based system that allows the parents to view a child's progress at any time. Teachers are constantly updating the grades for the most current results.

## ▽ Resources Available at School Site ▽

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### Nutrition Programs

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Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - Yes

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

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### Special Facilities

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W Multipurpose Cafetorium	W Library and Technology Center
W Playground	W Music/Choir Center

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### Extracurricular Activities

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W Homework Classroom (Tutoring)	W Science Club
W Parks and Rec	W Jumprope Team
W Math Challenges	W Student Council
W REACH Program	

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### School/Community Resources

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W Wellness Center	W Recreational Activities
W Mobile Pima County Library Services	W Health Clinic
W Community Food Bank	W Prevention/Intervention
W DARE Program	W Outside Counseling Agencies

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |  |   |
|--|---|
| <p>W Stanford 9 Test scores have been among the most improved in the state. Teachers are centering the curriculum on the state standards. The third grade AIMS scores have consistently been above 70% of the students meeting or exceeding the standards.</p> | <p>W K-8 curriculum is aligned with the Arizona Academic Standards. Students are achieving in reading at a greater rate than most due to the systemic structured phonemic program of Direct-Instruction and Open Court.</p>                           |
| <p>W There are several students that are achieving above grade level in math and reading. These students attend classes in the next grade level.</p>   | <p>W The library is computerized with Internet access as are all of the classrooms. The use of Power School as the system for reporting information to the state, parents and community. Parents have access to the students grades at all times.</p> |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	23.0 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.0 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	14.6 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	98.6 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	1.4 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Title I Status	1995
Excellence in Education Award	1999

## ▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	76	515	12%	17%	53%	18%
	State	58840	524	9%	17%	45%	29%
Writing	School	73	524	14%	16%	63%	7%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	75	508	12%	29%	40%	19%
	State	59030	517	11%	27%	35%	27%

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

#### Grade 5

Reading	School	68	497	25%	24%	46%	6%
	State	61305	505	21%	20%	43%	15%
Writing	School	61	481	23%	43%	33%	2%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	68	464	22%	54%	10%	13%
	State	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ▼ Academic Achievement Indicators ▼

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
2	Reading	--	--	--	100	48	50	88	29	52	59	41	53	67	46	57
	Language	--	--	--	100	30	40	87	23	43	65	33	44	76	36	48
	Mathematics	--	--	--	100	49	51	90	50	55	65	60	57	78	50	61
3	Reading	100	27	47	100	37	47	99	38	48	74	40	50	87	34	50
	Language	100	28	49	100	38	51	97	44	54	75	46	56	87	42	57
	Mathematics	100	41	46	100	48	49	97	59	52	78	56	54	89	44	56
4	Reading	99	48	53	100	43	54	95	38	54	76	49	55	74	40	55
	Language	100	36	47	100	33	49	96	36	48	76	49	50	84	38	50
	Mathematics	100	44	51	100	52	54	94	49	55	76	61	57	80	55	58
5	Reading	88	40	51	100	42	51	93	35	51	82	38	51	75	36	53
	Language	92	30	42	100	39	44	93	39	45	84	38	45	78	40	47
	Mathematics	92	47	51	100	54	54	92	49	55	83	50	57	81	46	59

## ▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>58</b>	<b>47</b>
<b>Grades 3-4</b>	<b>75</b>	<b>67</b>
<b>Grades 4-5</b>	<b>48</b>	<b>44</b>
<b>Grades 5-6</b>	<b>83</b>	<b>84</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

## ▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

Mary E. Dill has become very proactive in the area of discipline and responsibility of students. There are incentives with Mustang Money that the students earn and have the opportunity to buy supplies and toys during the school day. The presence of the administration during the playground times along with intramural athletics and activities have decreased the number of infraction greatly.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

2

**School uniforms are required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▼ Per Pupil and School Expenditures for the 2000-2001 School Year ▼

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$4,891	\$1,771,928
Classroom Supplies	\$26	\$9,389
Administration	\$723	\$261,837
Support Services-Students	\$116	\$41,845
Other Support Services and Operations	\$658	\$238,249
Total Expenditures- All Categories 2000-2001	\$6,413	\$2,323,248

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).  
(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▼ Contacts ▼

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Betty Sanchez	(520) 822-1484	4
<b>Transportation Policy</b>	Doug Roe	(520) 822-1484	8
<b>Community Resources</b>	Laurie Buckelew	(520) 822-1133	
<b>School Nutrition Programs</b>	Debborah Harris	(520) 822-1133	
<b>Parent Organization</b>	Dan Ethridge	(520) 822-1133	
<b>Student Health/Nurse</b>	Laurie Buckelew	(520) 822-1133	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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